Mathematics

Sindh Textbook Board, Jamshoro

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PREFACE

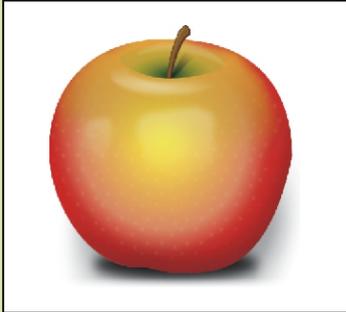
The Sindh Textbook Board is an organization charged with the preparation and publication of textbooks in the province of Sindh. Its prime objective is to develop and produce textbooks which are conductive to equip the new generation with the knowledge and acumen to prepare them to face the challenges of the rapidly changing environment. In this age of knowledge explosion and development of technology not witnessed in the human history, efforts have to be made to ensure that our children do not lag behind. The Board also strives to ensure that Universal Islamic Ideology, culture and traditions are not compromised in developing the textbooks.

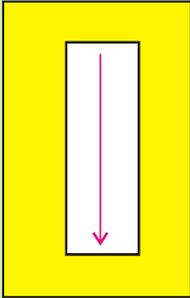
To accomplish this noble task, a team of educationists, experts, working teachers and friends endeavor tirelessly to develop, text and improve contents, layout and design of the textbooks.

An attempt has made in this textbook to provide horizontal and vertical integration. The efforts of our experts and production personnel can bring about the desired results only if these textbooks are used effectively by teachers and students. Their suggestions will help us in further improving the qualitative contents of textbooks.

Chairman
Sindh Textbook Board

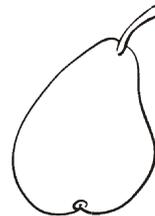
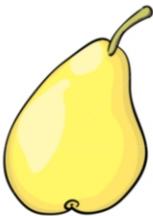
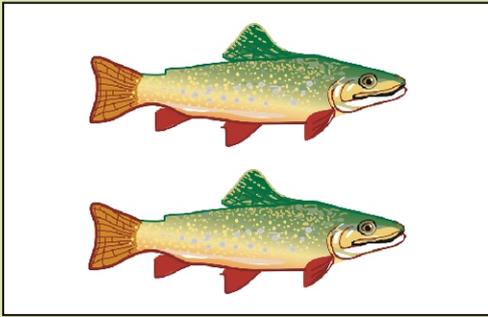
CONCEPT OF WHOLE NUMBERS

NUMBERS FROM 1 TO 9

1 One

Read, trace and write.

1	1	1	1	1	1

One	One	One	One	One	One
One	One	One	One	One	One

Count and write.

Colour.

Teacher's Note Teacher will help students to identify the number '1' through available things in the classroom. He/She should also help in reading and writing. Moreover in practice we will write I as 1.

2 Two

Read, trace and write.

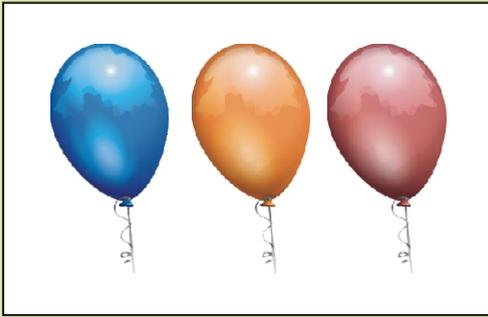
2	2	2	2	2	2
2	2	2	2	2	2

Two	Two	Two	Two	Two	Two
Two	Two	Two	Two	Two	Two

Count and write.

Colour.

Teacher's Note

Teacher will help students to identify the number '2' through available things in the classroom. He/She should also help in reading and writing.

3 Three

Read, trace and write.

3	3	3	3	3	3
3	3	3	3	3	3

Three	Three	Three	Three	Three	Three
Three	Three	Three	Three	Three	Three

Count and write.

Colour.

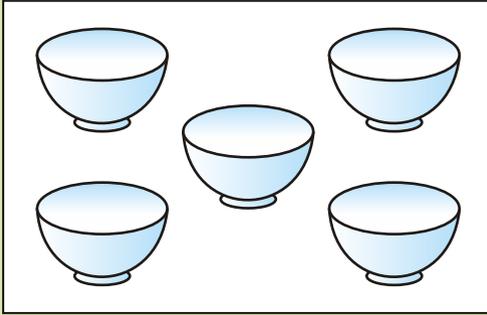
Teacher's Note

Teacher will help students to identify the number '3' through available things in the classroom. He/She should also help in reading and writing.

Read, trace and write.

Four	Four	Four	Four	Four	Four
Four	Four	Four	Four	Four	Four

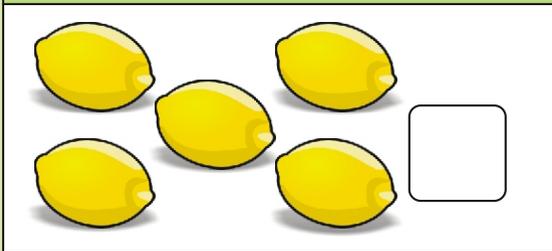
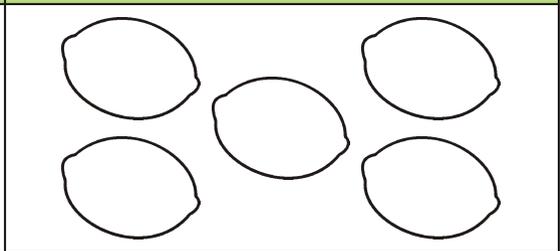
Teacher's Note

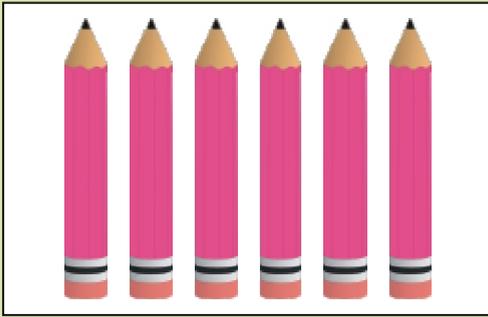
Teacher will help students to identify the number '4' through available things in the classroom. He/She should also help in reading and writing. Moreover in practice we will write 4 as 4.

5 Five

Read, trace and write.

5	5	5	5	5	5
5	5	5	5	5	5

Five	Five	Five	Five	Five	Five
Five	Five	Five	Five	Five	Five

Count and write.

Colour.

Teacher's Note

Teacher will help students to identify the number '5' through available things in the classroom. He/She should also help in reading and writing.

6 Six

Read, trace and write.

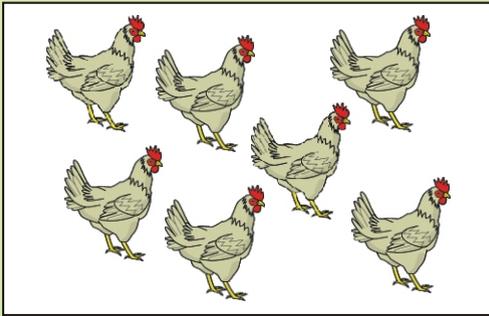
6	6	6	6	6	6
6	6	6	6	6	6

Six	Six	Six	Six	Six	Six
Six	Six	Six	Six	Six	Six

Count and write.

Colour.

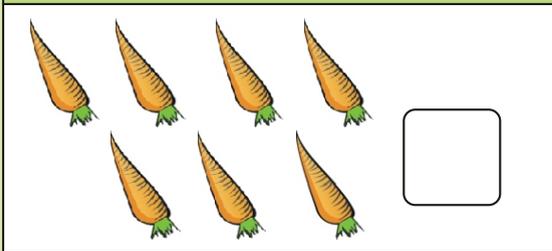
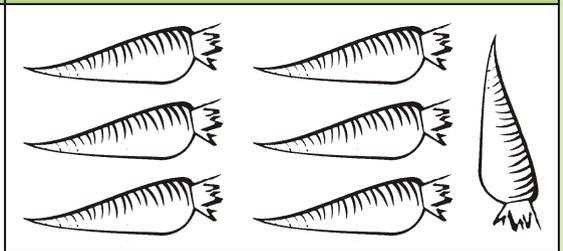
Teacher's Note

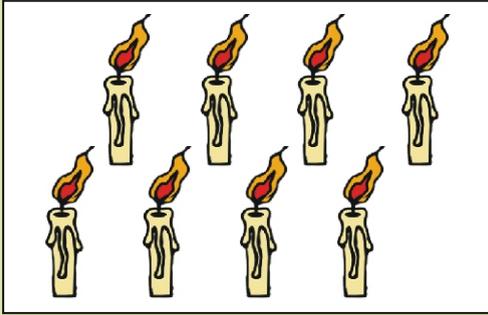
Teacher will help students to identify the number '6' through available things in the classroom. He/She should also help in reading and writing.

7 Seven

Read, trace and write.

7	7	7	7	7	7
7	7	7	7	7	7

Seven	Seven	Seven	Seven	Seven	Seven
Seven	Seven	Seven	Seven	Seven	Seven

Count and write.

Colour.

Teacher's Note

Teacher will help students to identify the number '7' through available things in the classroom. He/She should also help in reading and writing.

8 Eight

Read, trace and write.

8	8	8	8	8	8
8	8	8	8	8	8

Eight	Eight	Eight	Eight	Eight	Eight
Eight	Eight	Eight	Eight	Eight	Eight

Count and write.

Colour.

Teacher's Note Teacher will help students to identify the number '8' through available things in the classroom. He/She should also help in reading and writing.

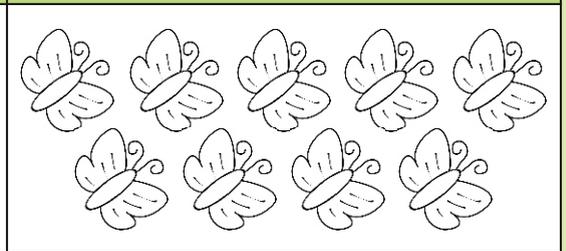
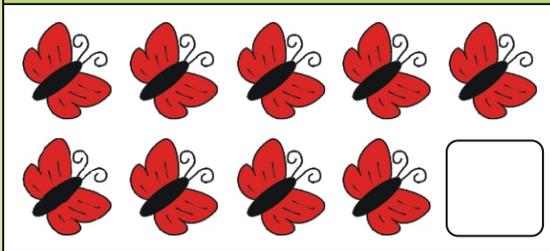
9 Nine

Read, trace and write.

9	9	9	9	9	9
9	9	9	9	9	9

Nine	Nine	Nine	Nine	Nine	Nine
Nine	Nine	Nine	Nine	Nine	Nine

Count and write.

Colour.

Teacher's Note

Teacher will help students to identify the number '9' through available things in the classroom. He/She should also help in reading and writing. Moreover in practice we will write 9 as 9.

CONCEPT OF ZERO (0)

Count and write the number of eggs.

This basket has no eggs.
We write it as 0.
Read as Zero.

Read, trace and write.

0	0	0	0	0	0
0	0	0	0	0	0

Zero	Zero	Zero	Zero	Zero	Zero
Zero	Zero	Zero	Zero	Zero	Zero

Teacher's Note

Teacher will help students to build concept of '0'. He/She should also help in reading and writing and practice with different available things.

Count and read numbers.

	0	Zero
●	1	One
● ●	2	Two
● ● ●	3	Three
● ● ● ●	4	Four
● ● ● ● ●	5	Five
● ● ● ● ● ●	6	Six
● ● ● ● ● ● ●	7	Seven
● ● ● ● ● ● ● ●	8	Eight
● ● ● ● ● ● ● ● ●	9	Nine

We can write these numbers as:

0	1	2	3	4	5	6	7	8	9

Match the number with its name.

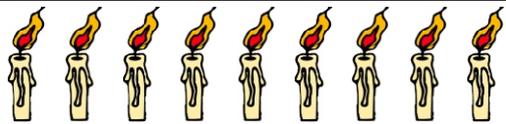
0 →	Seven	5	Nine
3	Zero	8	Two
7	Four	6	Five
1	Three	2	Eight
4	One	9	Six

Teacher's Note Teacher will help students in counting and matching of numbers from 0 to 9.

Count and write.

Read aloud and write.

ZERO	0							
ONE	1							
TWO	2							
THREE	3							
FOUR	4							
FIVE	5							
SIX	6							
SEVEN	7							
EIGHT	8							
NINE	9							

Count and match the numbers of the objects.

0	
1	
2	
3	
4	
5	
6	
7	
8	
9	

Teacher's Note Teacher will help the students to match the numbers with objects.

Count the things and write their numbers.

1

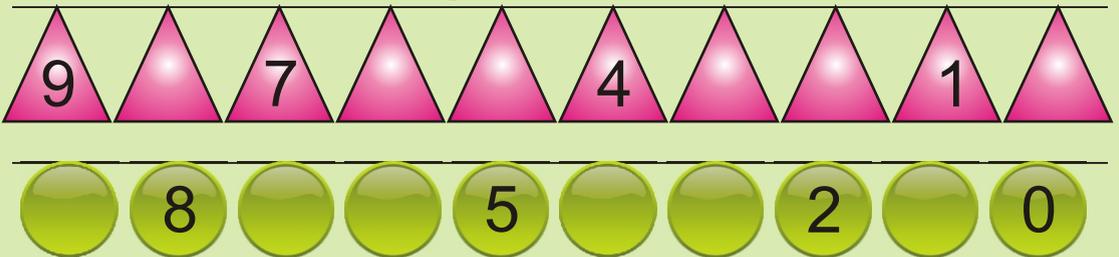
Teacher's Note

Teacher will help the students to find the objects in the picture and write the numbers in boxes.

Count backward from 9.

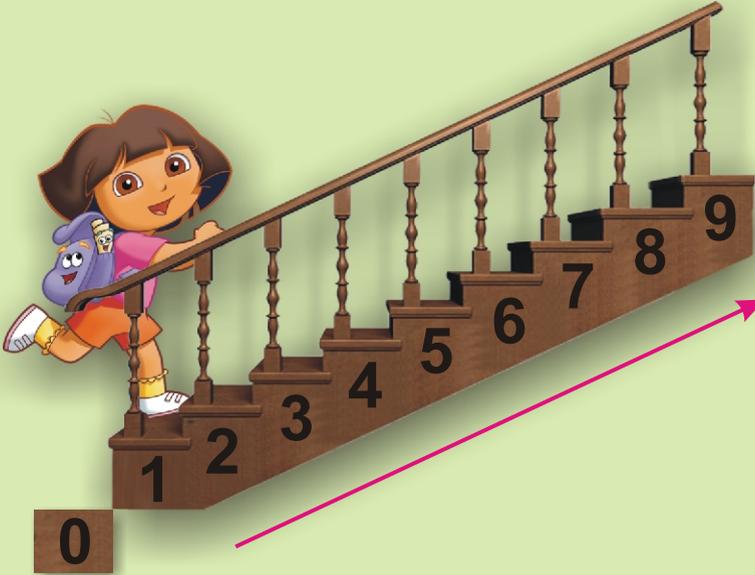
★★★★★★★★★	9	Nine
★★★★★★★★	8	Eight
★★★★★★★	7	Seven
★★★★★★	6	Six
★★★★★	5	Five
★★★★	4	Four
★★★	3	Three
★★	2	Two
★	1	One
	0	Zero

We can write these numbers as;

Complete the following.

Teacher's Note

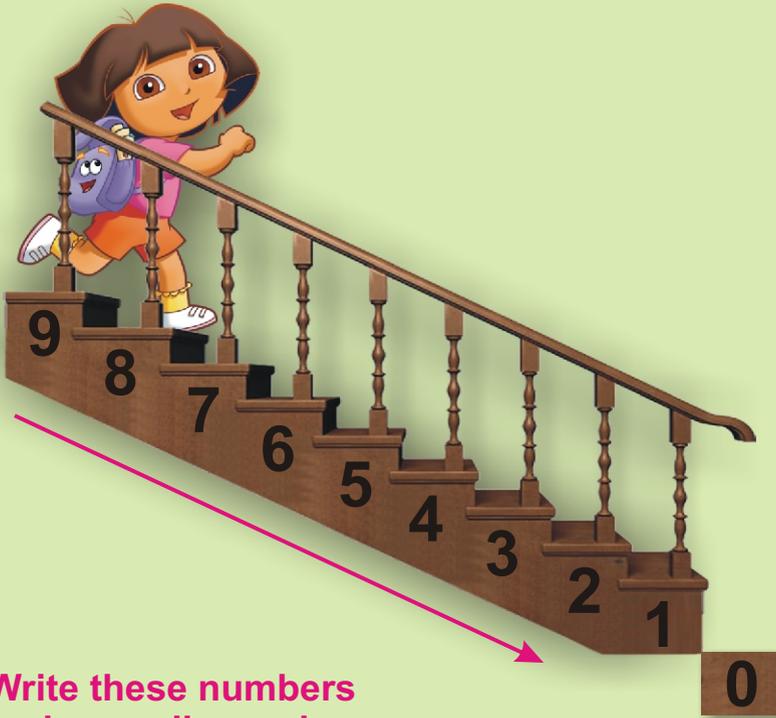
Teacher will help the students in counting backward from 9 to 0 and he/she should help in practice with flash cards.

Ascending order

Ascending means going up or smaller to bigger.

Write these numbers in ascending order.

Teacher's Note Teacher will help the students in arranging numbers in ascending order and practice through flash cards also.

Descending order

Descending means coming down or bigger to smaller.

Write these numbers in descending order.

Teacher's Note Teacher will help the students in arranging numbers in descending order and practice through flash cards also.

Write the missing numbers.

Which number comes in between?

Teacher's Note

Teacher will help the students to identify and write the number after, before and number and between two numbers.

CONCEPT OF 10

Count the stars and write the number in each box.

If one more star is included to **9** stars we get **ten** stars.

We write ten as **10**.

9 and **1** make **10**

10 ones make 1 Ten.

Teacher's Note

Teacher will help the students in counting and writing the number of stars and other things to develop the concept of ten.

Compare and order the numbers 0 to 10

Count the objects and tick (✓) the bigger number.

Tick (✓) the bigger number.

Write the bigger number.

Colour the box of bigger number.

6	9

5	2

7	4

3	10

Write the given numbers in order.

Teacher's Note

Teacher will help the students in counting and comparing the objects and he/she should also help to identify the order of numbers.

Count the objects and tick (✓) the smaller numbers.

5	2 ✓

7	10

8	0

Tick (✓) the box of smaller number.

4	1 ✓

2	5

3	10

7	9

6	0

Write the smaller number.

7	8	7

6	9	

0	2	

5	8	

Colour the box of smaller number.

6	5

6	3

4	7

9	0

Write the given numbers from smaller to bigger.

9	10	8	→	8	9	10
6	5	4	→			
6	8	4	→			

Teacher's Note

Teacher will help the students in counting the objects and he/she should also help to identify the smaller number.

NUMBERS UP TO 99

Count and read numbers from 10 to 19.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	1	0	10	Ten
	1	1	11	Eleven
	1	2	12	Twelve
	1	3	13	Thirteen
	1	4	14	Fourteen
	1	5	15	Fifteen
	1	6	16	Sixteen
	1	7	17	Seventeen
	1	8	18	Eighteen
	1	9	19	Nineteen

Write the numbers.

1 Ten 4 Ones 14	1 Ten 2 Ones ☐	1 Ten 5 Ones ☐
1 Ten 7 Ones ☐	1 Ten 8 Ones ☐	1 Ten 9 Ones ☐

Teacher's Note

Teacher will help the students in counting, reading and writing the numbers from 10 to 19.

Count and read numbers from 20 to 29.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	2	0	20	Twenty
	2	1	21	Twenty one
	2	2	22	Twenty two
	2	3	23	Twenty three
	2	4	24	Twenty four
	2	5	25	Twenty five
	2	6	26	Twenty six
	2	7	27	Twenty seven
	2	8	28	Twenty eight
	2	9	29	Twenty nine

Write the numbers.

2 Tens 4 Ones **24**	2 Tens 2 Ones ☐	2 Tens 5 Ones ☐
2 Tens 7 Ones ☐	2 Tens 8 Ones ☐	2 Tens 9 Ones ☐

Teacher's Note

Teacher will help the students in counting, reading and writing the numbers from 20 to 29.

Count and read numbers from 30 to 39.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	3	0	30	Thirty
	3	1	31	Thirty one
	3	2	32	Thirty two
	3	3	33	Thirty three
	3	4	34	Thirty four
	3	5	35	Thirty five
	3	6	36	Thirty six
	3	7	37	Thirty seven
	3	8	38	Thirty eight
	3	9	39	Thirty nine

Write the numbers.

3 Tens 4 Ones **34**	3 Tens 2 Ones	3 Tens 5 Ones
3 Tens 7 Ones	3 Tens 8 Ones	3 Tens 9 Ones

Teacher's Note

Teacher will help the students in counting, reading and writing the numbers from 30 to 39.

Count and read numbers from 40 to 49.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	4	0	40	Forty
	4	1	41	Forty one
	4	2	42	Forty two
	4	3	43	Forty three
	4	4	44	Forty four
	4	5	45	Forty five
	4	6	46	Forty six
	4	7	47	Forty seven
	4	8	48	Forty eight
	4	9	49	Forty nine

Match the following.

Teacher's Note

Teacher will help the students in counting, reading and writing the numbers from 40 to 49.

Count and read numbers from 50 to 59.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	5	0	50	Fifty
	5	1	51	Fifty one
	5	2	52	Fifty two
	5	3	53	Fifty three
	5	4	54	Fifty four
	5	5	55	Fifty five
	5	6	56	Fifty six
	5	7	57	Fifty seven
	5	8	58	Fifty eight
	5	9	59	Fifty nine

Match the following.

Teacher's Note Teacher will help the students in counting, reading and writing the numbers from 50 to 59.

Count and read numbers from 60 to 69.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	6	0	60	Sixty
	6	1	61	Sixty one
	6	2	62	Sixty two
	6	3	63	Sixty three
	6	4	64	Sixty four
	6	5	65	Sixty five
	6	6	66	Sixty six
	6	7	67	Sixty seven
	6	8	68	Sixty eight
	6	9	69	Sixty nine

Match the following.

Teacher's Note Teacher will help the students in counting, reading and writing the numbers from 60 to 69.

Count and read numbers from 70 to 79.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	7	0	70	Seventy
	7	1	71	Seventy one
	7	2	72	Seventy two
	7	3	73	Seventy three
	7	4	74	Seventy four
	7	5	75	Seventy five
	7	6	76	Seventy six
	7	7	77	Seventy seven
	7	8	78	Seventy eight
	7	9	79	Seventy nine

Match the following.

72 76 78 71 79 70

Seventy one | Seventy nine | Seventy | Seventy two | Seventy six | Seventy eight

Teacher's Note Teacher will help the students in counting, reading and writing the numbers from 70 to 79.

Count and read numbers from 80 to 89.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	8	0	80	Eighty
	8	1	81	Eighty one
	8	2	82	Eighty two
	8	3	83	Eighty three
	8	4	84	Eighty four
	8	5	85	Eighty five
	8	6	86	Eighty six
	8	7	87	Eighty seven
	8	8	88	Eighty eight
	8	9	89	Eighty nine

Match the following.

Teacher's Note Teacher will help the students in counting, reading and writing the numbers from 80 to 89.

Count and read numbers from 90 to 99.

Objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	9	0	90	Ninety
	9	1	91	Ninety one
	9	2	92	Ninety two
	9	3	93	Ninety three
	9	4	94	Ninety four
	9	5	95	Ninety five
	9	6	96	Ninety six
	9	7	97	Ninety seven
	9	8	98	Ninety eight
	9	9	99	Ninety nine

Match the following.

Teacher's Note Teacher will help the students in counting, reading and writing the numbers from 90 to 99.

CONCEPT OF PLACE VALUES

Count and write the numbers.

Tens and ones objects	Tens (T)	Ones (O)	Number	
			In figures	In words
	1	5	15	Fifteen

Teacher's Note

Teacher will help the students in writing the numbers in tens and ones as well as in figures and words.

Identify the place value.

In 6 (7) the place value of 7 is Ones

In (4) 2 the place value of 4 is Tens

In 5 (0) the place value of 0 is Ones

Write the place value of numbers given in blue box.

17	28	53	71
______	______	______	______

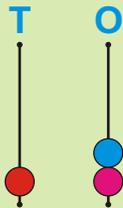
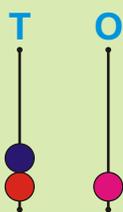
39	56	60	84
______	______	______	______

Count tens and ones and write numbers in boxes.

T O

Ten — Ones

1 and 2 make 12

T O

Tens — One

[ ] and make

Teacher's Note

Teacher will help the students to identify and write the place value of numbers given in blue box and he will also help the students in counting and writing the numbers.

Write the numbers from given tens and ones.

- 4 Tens 5 Ones make **45**
- 2 Tens 6 Ones make
- 6 Tens 3 Ones make
- 3 Tens 8 Ones make
- 5 Tens 7 Ones make
- 4 Tens 9 Ones make
- 6 Tens 1 One make
- 8 Tens 2 Ones make
- 7 Tens 8 Ones make
- 9 Tens 9 Ones make

Write tens and ones of given numbers.

19 is	1	Ten	9	ones	67 is		Tens		ones
36 is		Tens		ones	72 is		Tens		ones
46 is		Tens		ones	81 is		Tens		one
53 is		Tens		ones	92 is		Tens		ones

Teacher's Note

Teacher will help the students that each digit in the number has its own value, called its place value.

For example 25 shows

Tens	Ones
2	5

Compare one and two digit numbers

Circle the smaller number.

8	5
7	9

4	6
5	3

0	4
6	9

Circle the bigger number.

5	7
2	3

4	6
9	8

0	1
6	5

Colour the box of smaller number.

30	40
35	45

53	63
50	25

9	12
15	50

Colour the box of bigger number.

17	29
49	94

80	60
16	19

64	84
14	31

Teacher's Note Teacher will help the students in comparing ones with ones, tens with tens and ones with tens.

Increasing order

These numbers are in increasing order.

Write the numbers in increasing order.

21 to 30

21 22 23 24 25 26 27 28 29 30

41 to 50

41

51 to 60

51

61 to 70

61

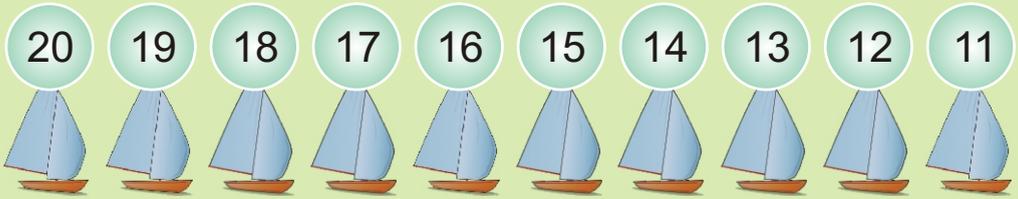
71 to 80

71

85 to 94

85

Decreasing order

These numbers are in decreasing order.

Write the numbers in decreasing order.

30 to 21

30 29 28 27 26 25 24 23 22 21

50 to 41

50

65 to 56

65

75 to 66

75

89 to 80

89

99 to 90

99

Write the given numbers in increasing order.

11 37 25 18 30

Increasing order

11

Write the given numbers in decreasing order.

60 51 57 55 50

Decreasing order

60

Write the numbers in increasing order.

14	38
49	17

14

The smallest number is________

The greatest number is________

39	50
52	48

The smallest number is________

The greatest number is________

Write the numbers in decreasing order.

93	86
78	65

93

The smallest number is________

The greatest number is________

62	82
72	92

The smallest number is________

The greatest number is________

Teacher's Note Teacher will help the students to write the numbers in increasing and decreasing order.

Before, after and between

Write the missing numbers.

Before	
22	23
	32
	29
	28
	37

After	
28	29
20	
25	
31	
24	

Between		
23	24	25
29		31
20		22
26		28
35		37

Write the missing numbers.

Before	Between	After
62	63	64
	67	
	74	
	54	
	22	

Before	Between	After
52	53	54
59		
		67
50		
		71

Teacher's Note Teacher will help the students to write the missing numbers which comes before or after or between.

Read and write the numbers in increasing order.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

Read and write the numbers in decreasing order.

99	98	97	96	95	94	93	92	91	90
89	88	87	86	85	84	83	82	81	80
79	78	77	76	75	74	73	72	71	70
69	68	67	66	65	64	63	62	61	60
59	58	57	56	55	54	53	52	51	50
49	48	47	46	45	44	43	42	41	40
39	38	37	36	35	34	33	32	31	30
29	28	27	26	25	24	23	22	21	20
19	18	17	16	15	14	13	12	11	10
9	8	7	6	5	4	3	2	1	0

CONCEPT OF 100

Count and read in tens.

Objects	Counting in Tens	Number	
		in figures	in words
	One ten	10	Ten
	Two tens	20	Twenty
	Three tens	30	Thirty
	Four tens	40	Forty
	Five tens	50	Fifty
	Six tens	60	Sixty
	Seven tens	70	Seventy
	Eight tens	80	Eighty
	Nine tens	90	Ninety
	Ten tens	100	Hundred
10 tens make 100 and read as one hundred.			

10 Tens is equal to **100** and read as **one hundred**.

Teacher's Note

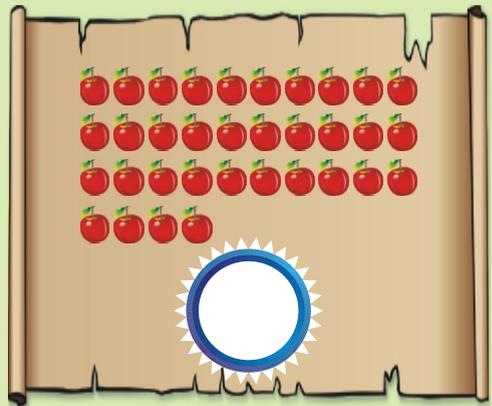
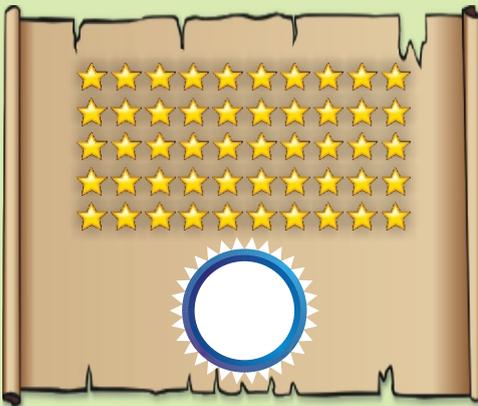
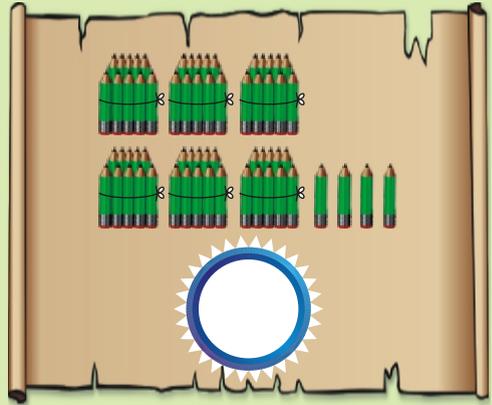
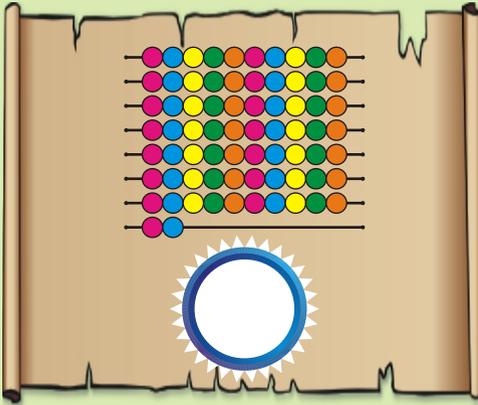
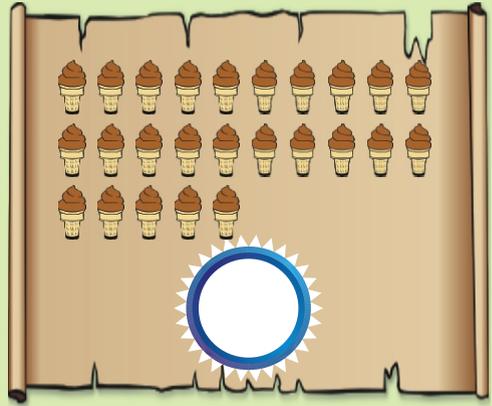
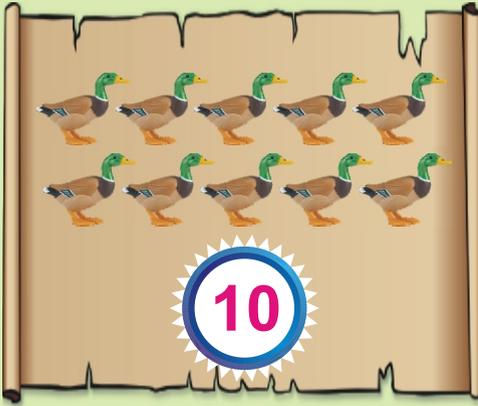
Teacher will help the students to count objects in tens and develop and give the concept of hundred.

Write the missing numbers.

1			4		6		8		
11		13			16			19	
	22			25		27			30
31			34		36			39	
		43		45			48		
	52		54			57			60
61			64		66			69	
	72			75			78		
81		83		85					90
	92		94		96			99	

Teacher's Note Teacher will help the students to identify and write the missing numbers in sequence from 1 to 100.

Count and write the number.

10

Teacher's Note

Teacher will help the students to count and write the number of objects up to 100.

CARDINAL AND ORDINAL NUMBERS

Look at the positions.

First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th

ANIMAL RACE

Finish

1st 2nd 3rd 4th

7th 6th 5th

Start

8th 9th 10th

From the above picture identify the position of animals.

2nd (circled)
3rd
6th

1st
4th
7th

9th
8th
6th

5th
9th
4th

Teacher's Note

Teacher will help the students to identify the position of objects using ordinal numbers.

Match the following.

1st	Second	6th	Eighth
2nd	Third	7th	Ninth
3rd	First	8th	Sixth
4th	Fifth	9th	Tenth
5th	Fourth	10th	Seventh

Tick (✓) the word that tells which picture is circled in each row:

Start Counting → 1st 9th

Start Counting → 4th 6th

Start Counting → 1st 4th

Start Counting → 3rd 5th

Start Counting → 5th 6th

Start Counting → 2nd 3rd

Teacher's Note Teacher will help the students to identify the position of objects.

COMPARING AND ORDERING

Count, write and tick (✓) the bigger number and cross (✗) the smaller number.

Count, write and cross(✗) the smaller number and tick (✓) the bigger number.

Teacher's Note Teacher will help the students to recognize bigger and smaller number.

Tick (✓) the biggest group and cross (✗) the smallest group.

Teacher's Note Teacher will help the students to recognize the number greater or less than the other by comparison.

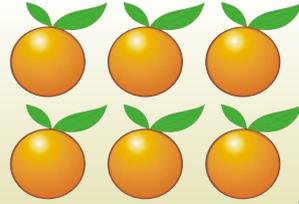
Write which group has more and which has less.

Less | More

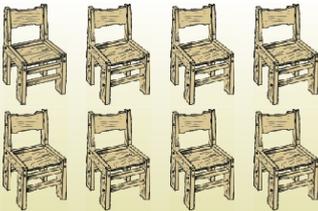
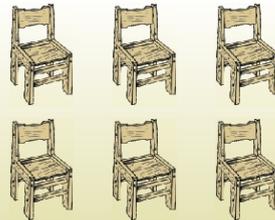
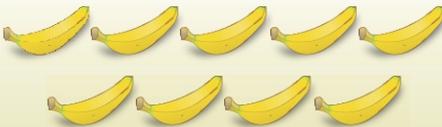
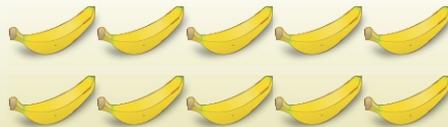
Teacher's Note

Teacher will help the students to identify the number having more or less quantity of objects by 1 – 1 correspondence.

Count and write the numbers. Tick (✓) for more objects and cross (✗) for less objects.

4 ..... Oranges ✗

6 ..... Oranges ✓

..... Books

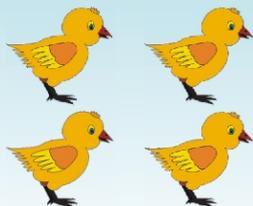
..... Books

..... Chairs

..... Chairs

..... Bananas

..... Bananas

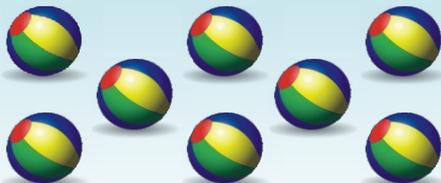
Teacher's Note

Teacher will help the students to compare two groups of objects/things and decide which one is more/less than the other.

NUMBER OPERATIONS

ADDITION

Count, compare and write how much more one is from the other.

6 Tomatoes are 2 more than 4 Chicks

☐ Books are ☐ more than ☐ Pencils

☐ Balls are ☐ more than ☐ Balloons

☐ Strawberries are ☐ more than ☐ Apples

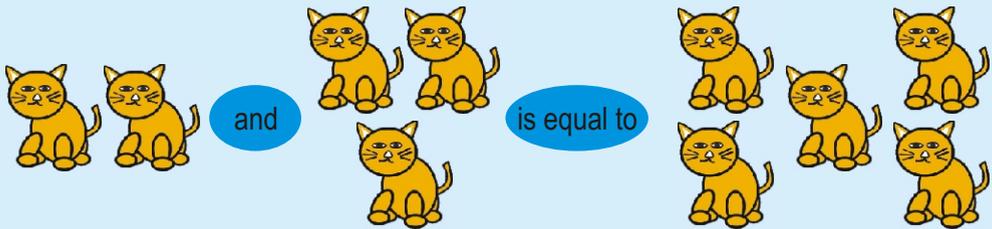
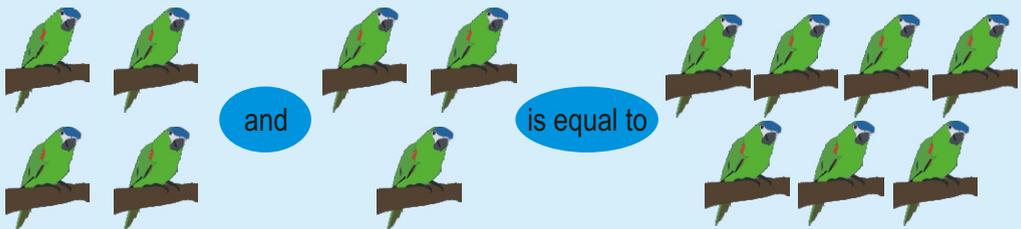
Teacher's Note Teacher will help the students to identify how much more one group of objects/things is from the other.

ADDITION AND EQUALITY SYMBOLS

+ is the sign of addition, read as **plus**.
= is the sign of equality, read as **is equal to**.
when we add two numbers, we get their **sum**.

2 and 3 is equal to 5

Or 2 + 3 = 5

We say that **2** and **3** make **5**. We can write it as: **2 + 3 = 5**

☐ and ☐ is equal to ☐

Or ☐ + ☐ = ☐

We say that____and____make____.

We can write it as: ____+____=____

ADDITION OF NUMBERS

Add two 1-digit numbers.

Add the following numbers.

6	+	3	=	9
3	+	4	=	
1	+	7	=	
2	+	6	=	
6	+	1	=	
7	+	0	=	
8	+	1	=	
9	+	0	=	
0	+	6	=	
5	+	3	=	
4	+	4	=	
2	+	5	=	

5 + 4 = ___	3 + 5 = ___
7 + 0 = ___	3 + 6 = ___
6 + 3 = ___	3 + 3 = ___
4 + 0 = ___	5 + 0 = ___
0 + 3 = ___	2 + 2 = ___
0 + 0 = ___	1 + 1 = ___

Teacher's Note

Teacher will teach the students to add the numbers by using any objects.
For example 2 + 3 = 5

Add a 2-digit number with 1-digit number

Add the following:

Add the following numbers.

T O	T O	T O	T O	T O
4 3	2 1	1 2	5 1	3 0
+ 2	+ 2	+ 2	+ 7	+ 9
___	___	___	___	___

T O	T O	T O	T O	T O
7 1	2 2	2 0	4 4	4 1
+ 4	+ 5	+ 2	+ 4	+ 7
___	___	___	___	___

T O	T O	T O	T O	T O
6 1	5 3	3 2	2 4	6 5
+ 2	+ 2	+ 5	+ 5	+ 4
___	___	___	___	___

Teacher's Note Teacher will help the students to add the numbers by using ones and tens.

Add a 2-digit numbers with tens

Add the following:

Add the following numbers.

T O	T O	T O	T O
5 2	3 4	2 2	4 3
+ 2 0	+ 3 0	+ 2 0	+ 3 0
____	____	____	____

T O	T O	T O	T O
7 2	6 7	5 0	7 0
+ 1 0	+ 2 0	+ 2 0	+ 2 0
____	____	____	____

T O	T O	T O	T O
7 0	5 0	3 0	5 0
+ 1 0	+ 3 0	+ 1 0	+ 4 0
____	____	____	____

T O	T O	T O	T O
2 0	3 0	4 0	7 0
+ 4 3	+ 3 5	+ 2 6	+ 2 9
____	____	____	____

Add two 2-digit numbers

Add the following numbers.

T	O
4	3
+ 1	6
5	9

T	O
3	5
+ 2	4

T	O
6	2
+ 3	6

T	O
2	7
+ 5	2

T	O
6	5
+ 1	3

T	O
7	2
+ 1	4

T	O
4	6
+ 4	3

T	O
8	5
+ 1	2

T	O
6	2
+ 3	6

T	O
5	4
+ 2	3

T	O
4	5
+ 1	3

T	O
3	7
+ 2	1

Add mentally.

Add

Asad had .
His father gave him more.
Now Asad has 5 pencils.

Fahad had .
Nazir gave him more.
Now Fahad has ☐ balloons.

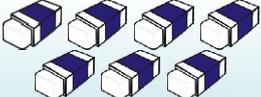
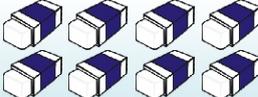
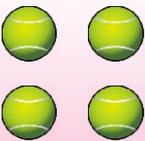
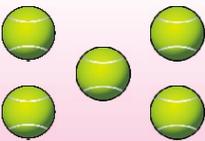
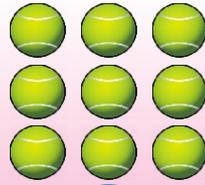
Mariam has .
Sara gave her more.
Now Mariam has ☐ balls.

There are
and more.
Now there are ☐ apples.

were sitting and
more birds joined them.
Now there are ☐ birds sitting.

Teacher's Note Teacher will help the students to add some more such type of examples.

Construct addition equations

How many?

Count and complete the following.

Teacher's Note Teacher will help the students to construct some more such addition equations.

SUBTRACTION

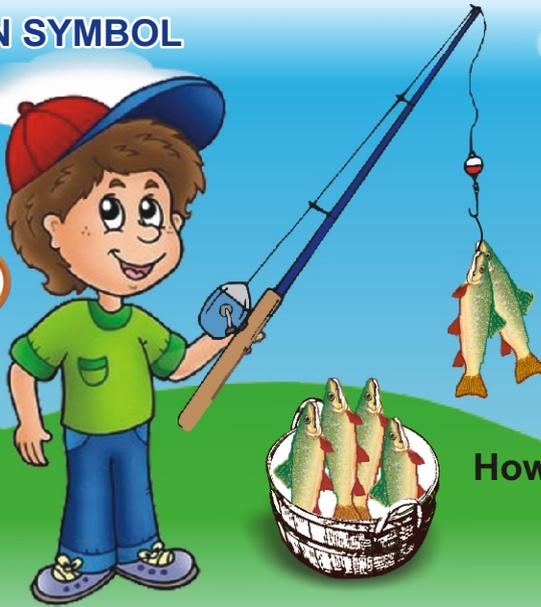
How much smaller?

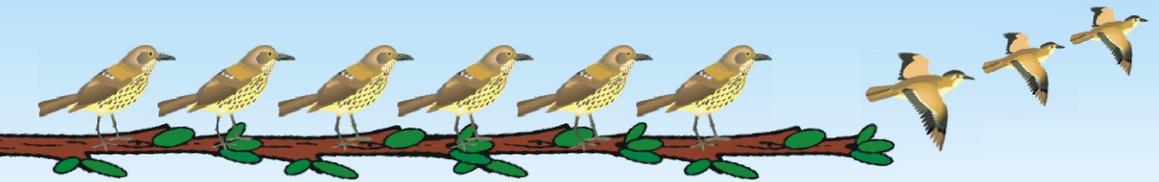
Fill in the blanks:

Teacher's Note Teacher will help the students to identify how much smaller is one number from the other.

SUBTRACTION SYMBOL

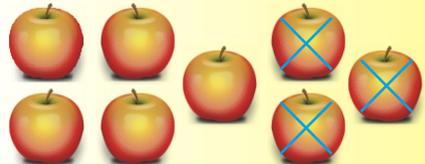
6 Fish

Take away 2

How many left? 4

Subtraction means taking away

9 Birds 3 Flew away How many left?

7 Strawberries

Take away 2

How many left?

8 Apples

Take away 3

How many left?

Teacher's Note Teacher will help the students to develop the concept of subtraction by taking some such more examples.

– is the subtraction symbol.

Out of 7 ice creams, 2 are taken away.

How many left?

Here we subtract 2 from 7 and get 5.

In symbols, we write it as:

$7 - 2 = 5$

Teacher's Note Teacher will help the students to subtract the numbers by using the subtraction (–) symbol.

SUBTRACTION OF NUMBERS

Subtract the following numbers.

6	–	3	=	3
5	–	2	=	
7	–	3	=	
6	–	6	=	

Subtract ones from a 2-digit numbers

Subtract the following numbers.

T	O
9	9
–	8

T	O
2	4
–	2

T	O
4	2
–	2

T	O
5	1
–	0

T	O
8	9
–	9

T	O
5	7
–	3

T	O
4	3
–	2

T	O
2	9
–	2

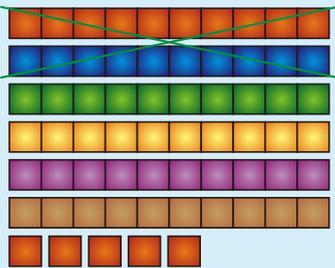
T	O
4	4
–	4

T	O
3	7
–	5

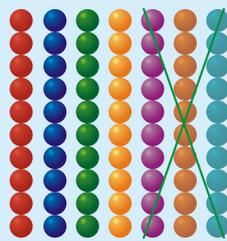
Teacher's Note

Teacher will help the students to subtract the number by using ones and tens.

Subtract tens from 2-digit number

Solve: 65 − 20

T	O
6	5
− 2	0
4	5

65 − 20 = 45

Solve: 70 − 30

T	O
7	0
− 3	0
4	0

70 − 30 = 40

Subtract the following numbers.

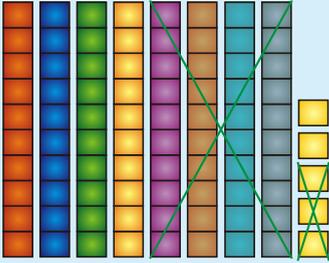
TO	TO	TO	TO	TO	TO
45	95	64	49	69	51
− 10	− 60	− 50	− 20	− 50	− 10
____	____	____	____	____	____

TO	TO	TO	TO	TO	TO
57	44	86	77	84	68
− 40	− 20	− 40	− 50	− 40	− 20
____	____	____	____	____	____

TO	TO	TO	TO	TO	TO
63	39	74	69	54	62
− 30	− 20	− 20	− 20	− 40	− 30
____	____	____	____	____	____

Teacher's Note Teacher will help the students to subtract tens from two-digit numbers.

Subtract 2-digit numbers from 2-digit numbers

Solve: 85 – 43 = ◯

T	O
8	5
– 4	3
4	2

Remember
Subtract ones from ones and tens from tens.

82
-22

59
-27

63
-42

59
-37

87
-25

65
-34

Complete the following:

3	+ 3 =	6	
	+ 3 =	7	
	+ 12 =	17	
	+ 3 =	9	
	+ 10 =	15	

5 –	0	=	5
7 –	◯	=	4
6 –	◯	=	3
9 –	◯	=	1
66 –	◯	=	42

Teacher's Note
Teacher will help the students in subtraction of two-digit numbers.

Subtract mentally:

I ate 5 sweets out of 15 sweets.
How many sweets are left?

10

Ali has 14 balloons. Aftab has 12 balloons.
How many more balloons does Ali have than Aftab?

Seema has 13 roses.
If she gives 1 rose to her friend.
How many roses are left with her?

There were 24 colour pencils in the box.
Amir has used 18 colour pencils.
How many pencils left in the box.

A shopkeeper had 19 eggs.
He sold 6 eggs.
How many eggs were left?

Teacher's Note Teacher will help the students to subtract the number mentally.

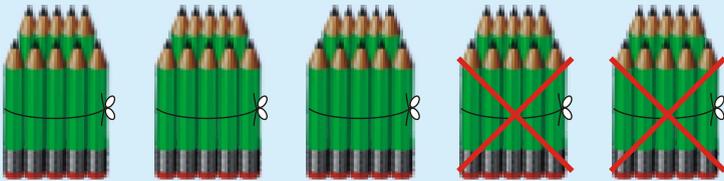
Construct subtraction equation

Count and complete the following.

$7 - 3 = 4$

___ − ___ = ___

___ − ___ = ___

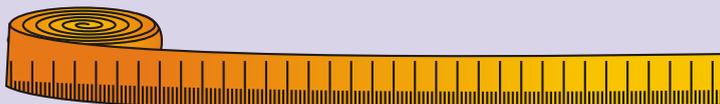
___ − ___ = ___

Teacher's Note

Teacher will help the students to construct subtraction equations through pictures.

MEASUREMENT OF LENGTH AND MASS

COMPARISON OF OBJECTS

Long, longer, longest

Tick (✓) the longest and cross (✗) the longer object.

Long

Longer ✗

Longest ✓

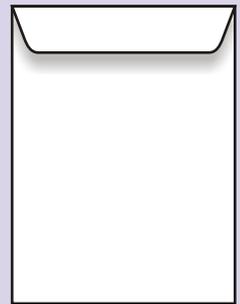
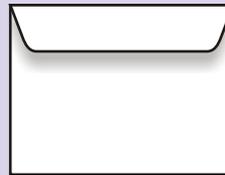
Colour.

Longest

Longer

Long

Teacher's Note Teacher will help the students to identify by comparing the objects, which one is long, longer and the longest.

Short, shorter, shortest

Tick (✓) the short and cross (✗) the shortest object.

Colour.

Teacher's Note Teacher will help the students to identify by comparing the objects, which one is short, shorter and the shortest.

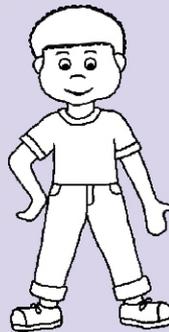
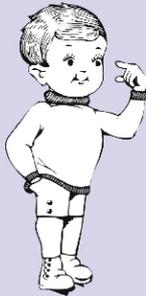
Tall, taller, tallest

Tick (✓) the taller and cross (✗) the tall object.

Colour.

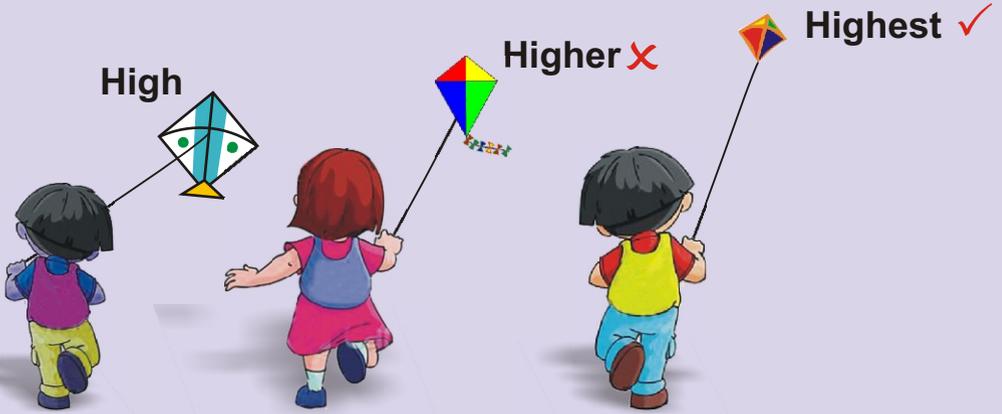
 Tall

 Taller

 Tallest

Teacher's Note

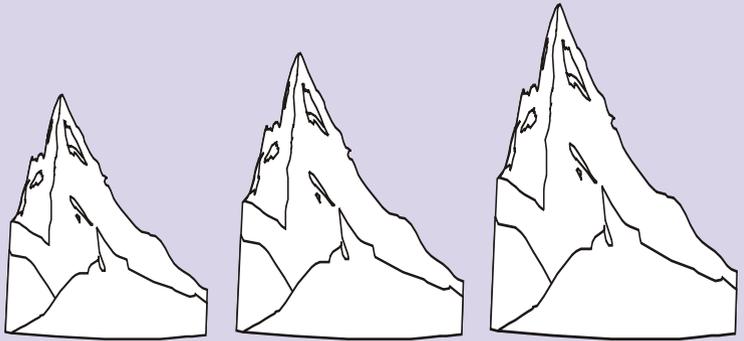
Teacher will help the students to identify by comparing the objects, which one is tall, taller and the tallest.

High, higher, highest

Tick (✓) the highest and cross (✗) the higher object.

Colour.

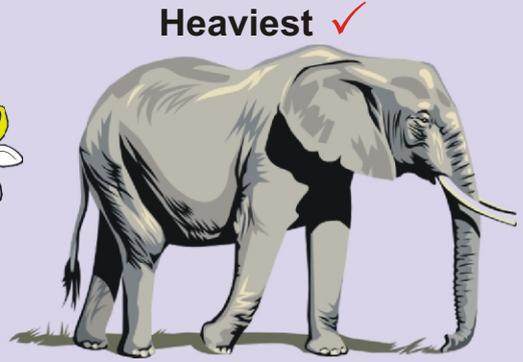
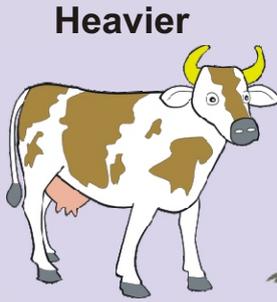
 High

 Higher

 Highest

Teacher's Note

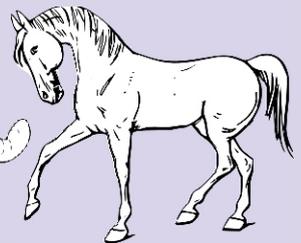
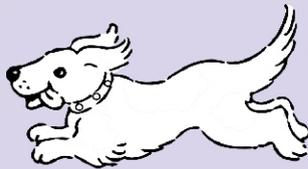
Teacher will help the students to identify by comparing the objects, which one is high, higher and the highest.

Heavy, heavier, heaviest

Tick (✓) the heaviest and cross (✗) the heavy object.

Colour.

 Heavy

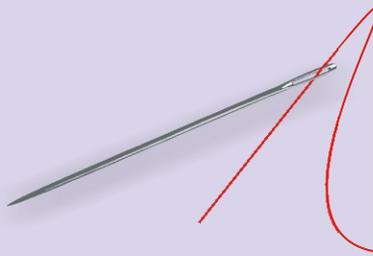
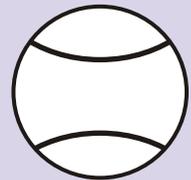
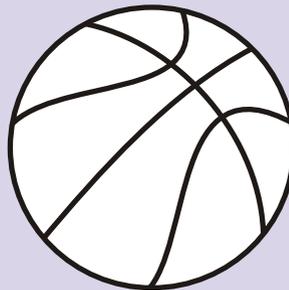
 Heavier

Teacher's Note Teacher will help the students to identify by comparing the objects, which one is heavy, heavier and the heaviest.

Light, lighter, lightest

Tick (✓) the light and cross (✗) the lightest object.

Colour.

Teacher's Note Teacher will help the students to identify by comparing the objects, which one is light, lighter and the lightest.

MONEY

PAKISTANI CURRENCY

Coins

1 Rupee Coin

2 Rupee Coin

5 Rupee Coin

Currency notes

FRONT SIDE

BACK SIDE

10 Rupee Note

20 Rupee Note

50 Rupee Note

100 Rupee Note

Teacher's Note

Teacher will help the students to recognize Pakistani currency, coins and notes by showing real currency.

EQUIVALENT SETS OF MONEY

Match a group of coins or notes.

Teacher's Note

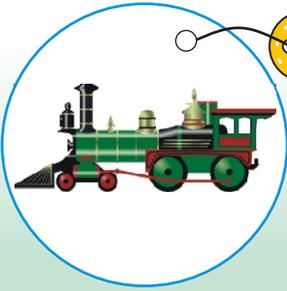
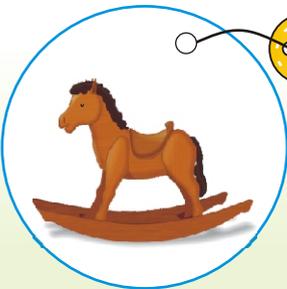
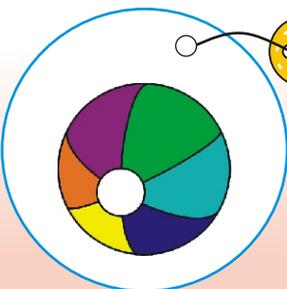
Teacher will help the students to match the group of coins/notes by using real currency.

How much money will you pay to buy?

Rs 2 Rs 15

Rs ◯ + Rs ◯ = Rs ◯

Teacher's Note Teacher will help the students to add money by using prices of objects.

I have Rs 90. How much money is left after the purchase of given object?

Teacher's Note Teacher will help the students to subtract money by using prices of objects.

COMPARING MONEY

Change the notes into coins or notes.

	We get 10 coins of rupee 1.
	We get coins of rupees 2.
	We get notes of rupees 10.
	We get notes of rupees 10.

I have Rs 50. How much money is required to buy one item from the following?

Rs 85

85 – 50 = 35

Rs 95

95 – 50 = ◯

Rs 60

60 – 50 = ◯

Teacher's Note Teacher will help the students to recognize the money change (up to 100).

Subtract and circle (◯) the correct amount:

Amount to be paid	Currency, paid	Amount to be returned
Rs 4		
Rs 30		
Rs 45		
Rs 80		

Ali has Rs 100 only.
Tick (✓) only those groups of toys that he can buy.

Rs 35 Rs 50

Rs 40 Rs 70

Rs 50 Rs 40

Teacher's Note Teacher will help the students to determine enough money is available for purchase.

Add the following.

Rs **26**

Rs ________

Rs ________

Rs ________

Rs ________

Rs ________

Rs ________

Rs ________

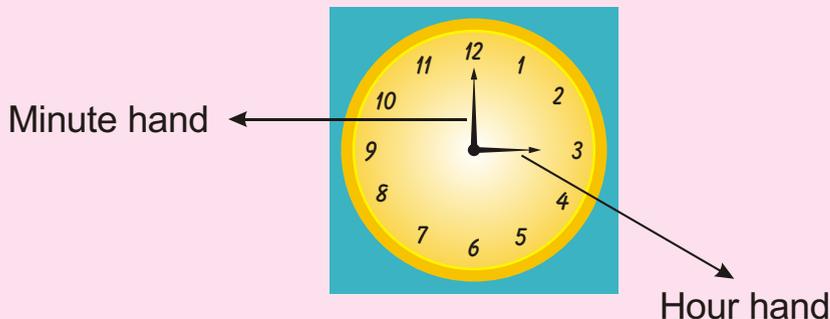
Teacher's Note

Teacher will help the students to add or subtract different combination coins/notes.

Unit 5

TIME AND DATE

TIME

This is an Analog clock.

The short hand tells us the hours.
The long hand tells us the minutes.

Read and tell the time in numbers and in words.

Teacher's Note Teacher will help the students to recognize the hour and minute hands of an analog clock. He will also help them to read and write the time.

This is a Digital clock.

The time is 8 o'clock

Read and tell the time.

09:00

☐ O' Clock

02:00

☐ O' Clock

11:00

☐ O' Clock

06:00

☐ O' Clock

05:00

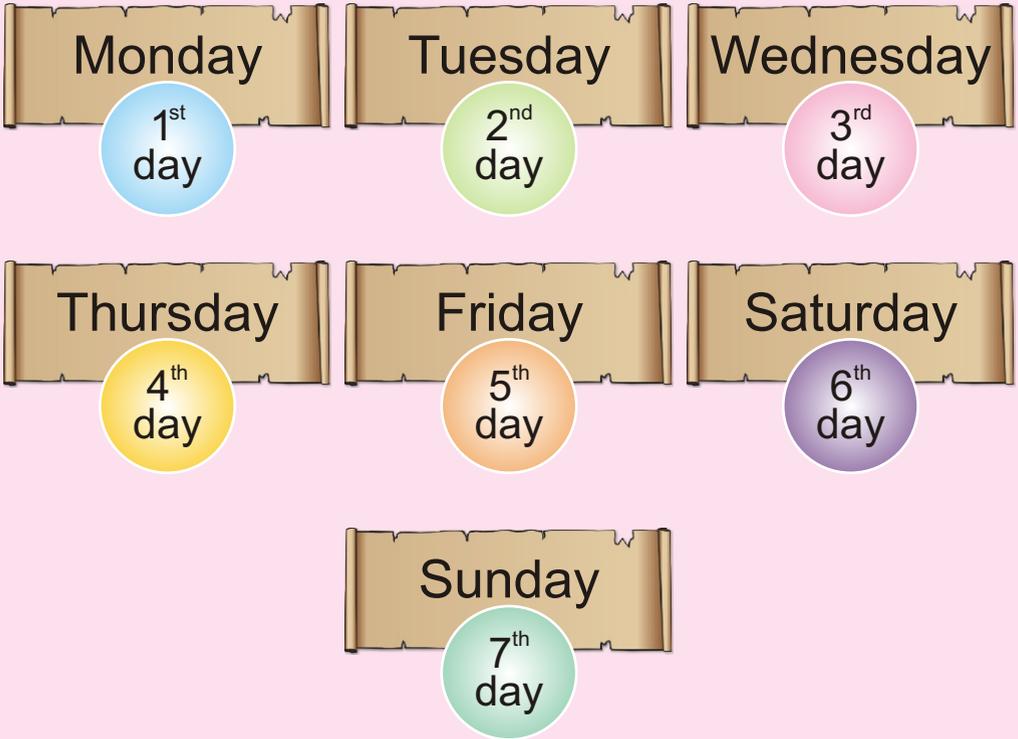
☐ O' Clock

03:00

☐ O' Clock

Teacher's Note Teacher will help the students to read, tell and write the time from the digital clock.

DATE

Days of the week

There are .... days in a week.

Today is ....

Yesterday was ....

Tomorrow will be ....

Teacher's Note Teacher will help the students to name in order the days of the week.

Write the missing names of the days.

Monday, Tuesday, Wednesday

Thursday, __________, __________

Saturday, __________, __________

Tuesday, __________, __________

__________, __________, Monday

__________, __________, Thursday

__________, __________, Friday

Teacher's Note Teacher will help the students to identify which day comes before or after a particular day.

Months of the solar year

1 January

2 February

3 March

4 April

5 May

6 June

7 July

8 August

9 September

10 October

11 November

12 December

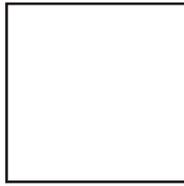
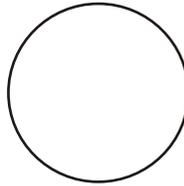
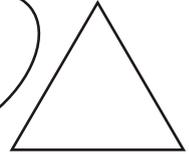
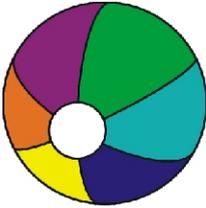
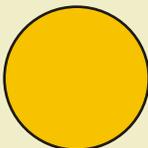
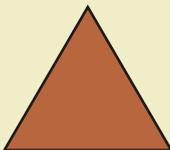
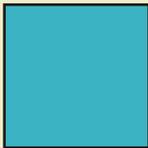
Teacher's Note Teacher will help the students to name orally the solar months of the year.

GEOMETRY

IDENTIFICATION OF BASIC SHAPES

Join the objects of similar shapes in each block.

Teacher's Note Teacher will help the students to recognize and match objects from daily life of similar shapes.

Basic Shapes

Match the shape with its correct name.

Teacher's Note Teacher will help the students to identify the basic shapes.

Tick (✓) the shape that look like **.**

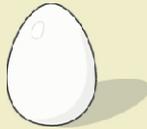
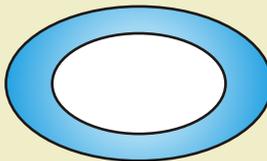
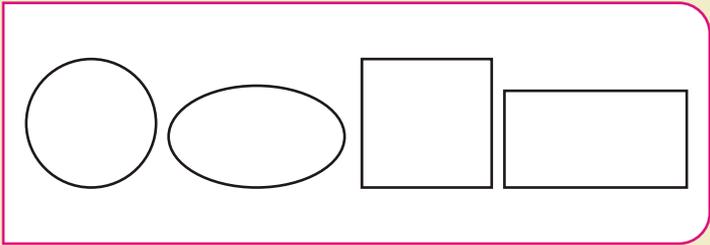
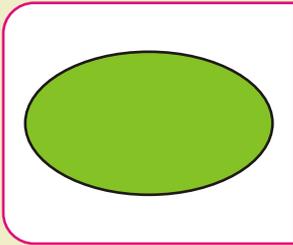
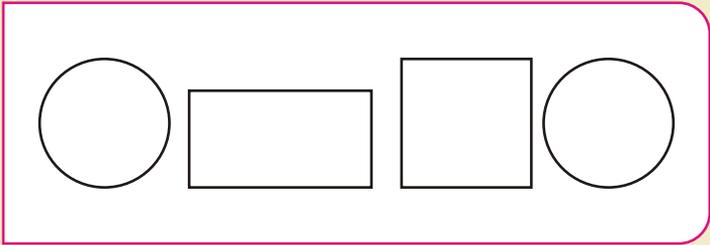
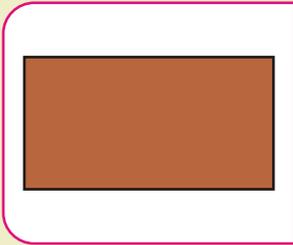
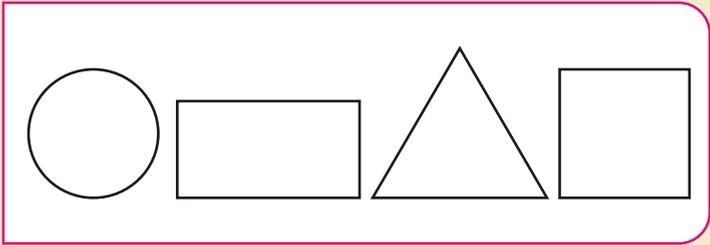
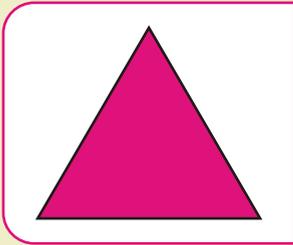
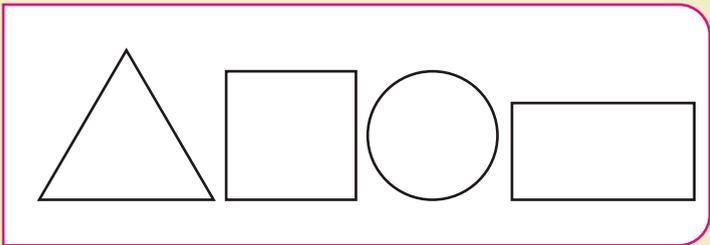
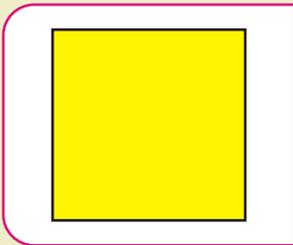
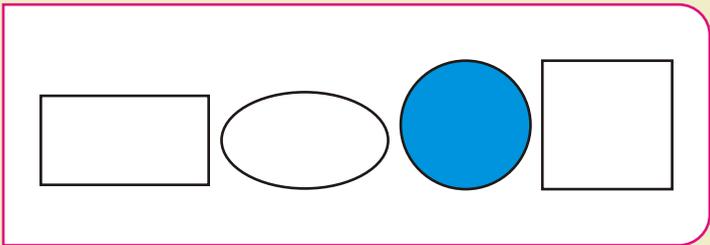
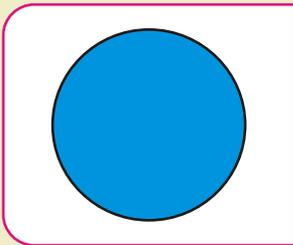
Tick (✓) the shape that look like **.**

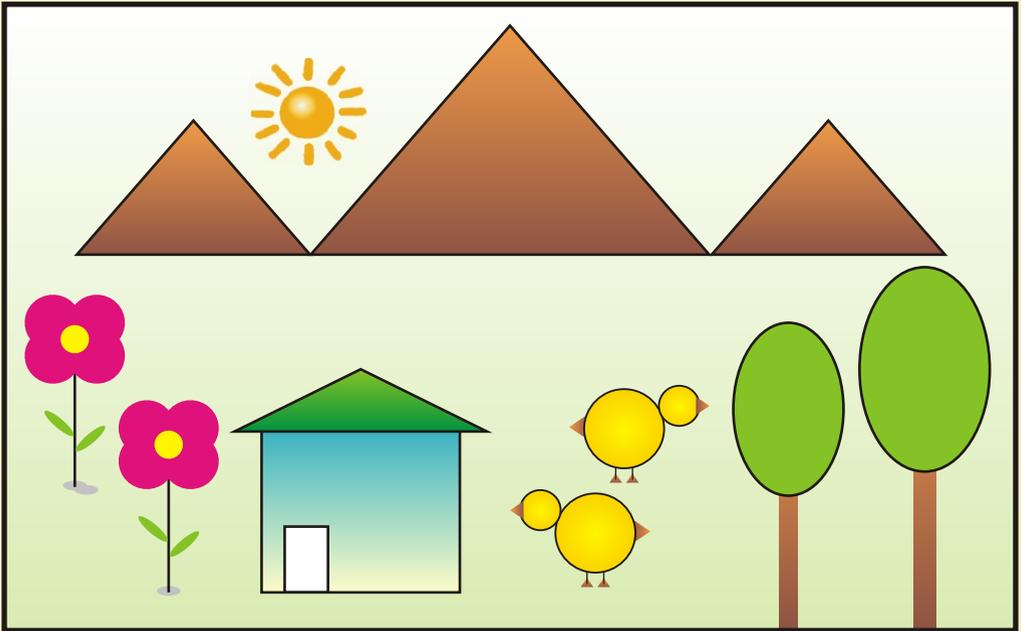
Tick (✓) the shape that look like **.**

Tick (✓) the shape that look like **.**

Tick (✓) the shape that look like **.**

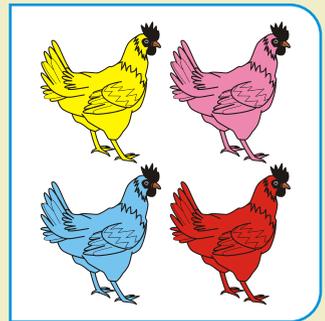
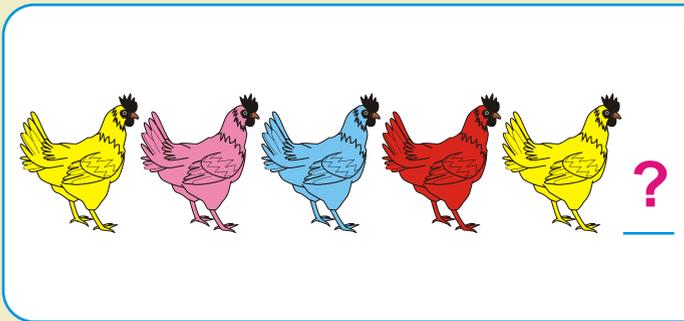
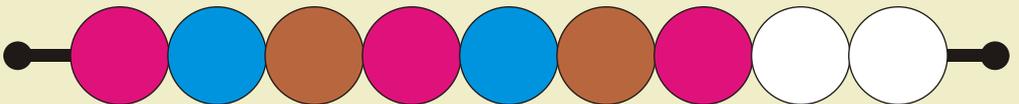
Teacher's Note

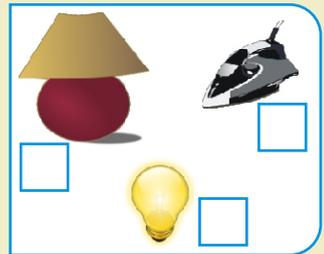
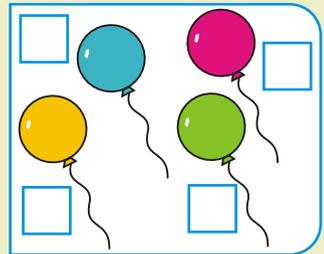
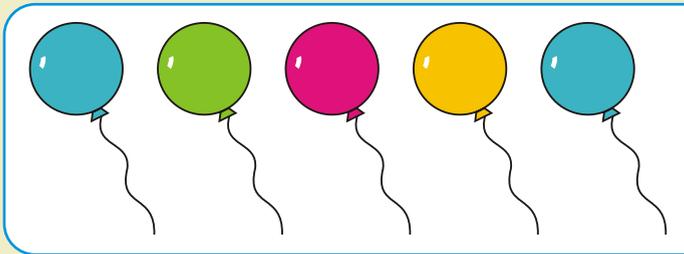
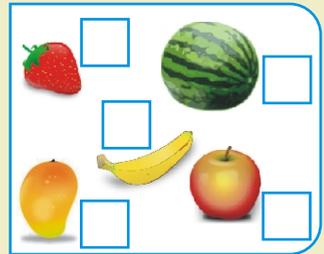
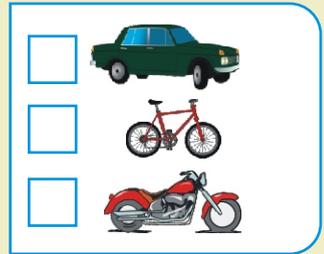
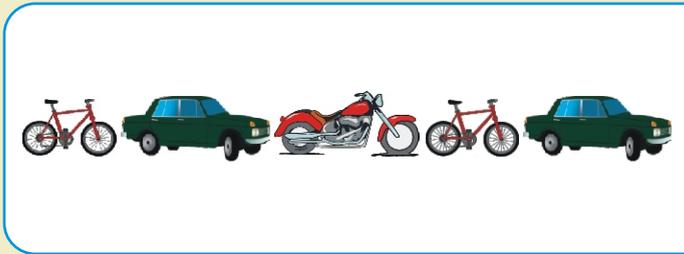
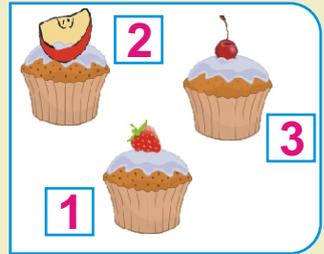
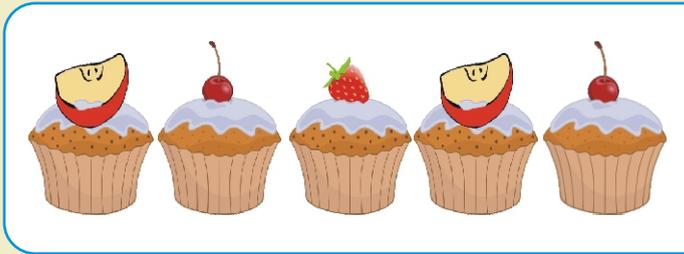
Teacher will help the students to identify the basic shapes from real life objects.

Colour the similar shapes.

Teacher's Note Teacher will help the students to match the similar basic shapes.

Look at the picture.

Count and write how many shapes are given in the above picture.

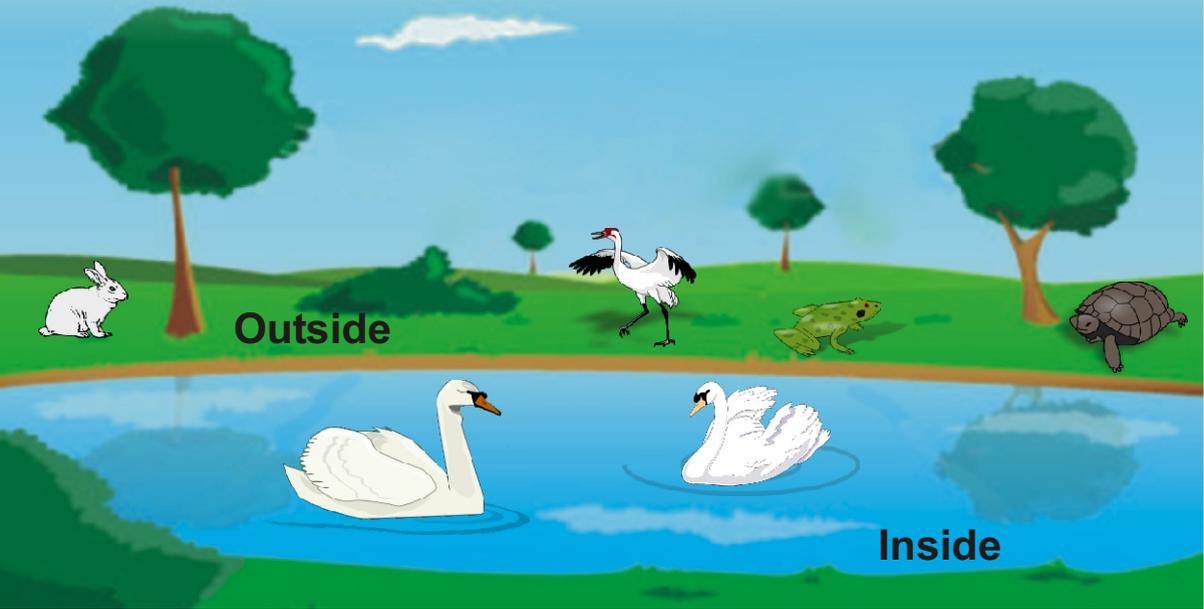
Shape	Name	Count
(oval)	Oval	2
(square)	Square	
(triangle)	Triangle	
(rectangle)	Rectangle	
(circle)	Circle	

PATTERNS

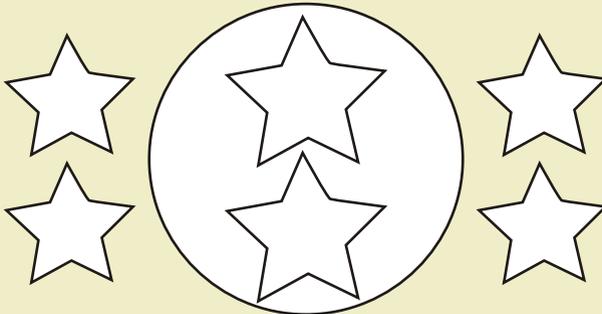
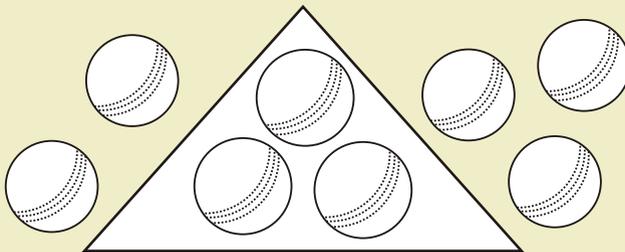
What comes next? Tick (✓) in the box.

Look at the pattern and then colour the last uncoloured objects.

Teacher's Note Teacher will help the students to identify and describe by different objects.

What comes next? Give order.

Teacher's Note Teacher will help the students to identify and describe by different objects.

POSITION

Inside or outside

Outside

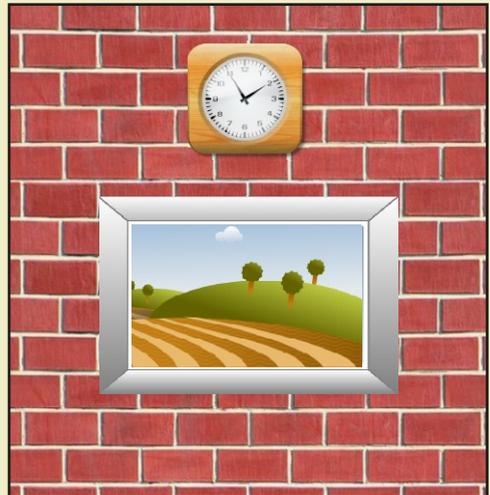
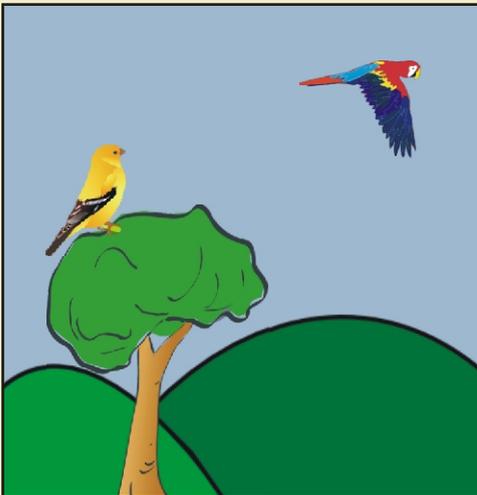
Inside

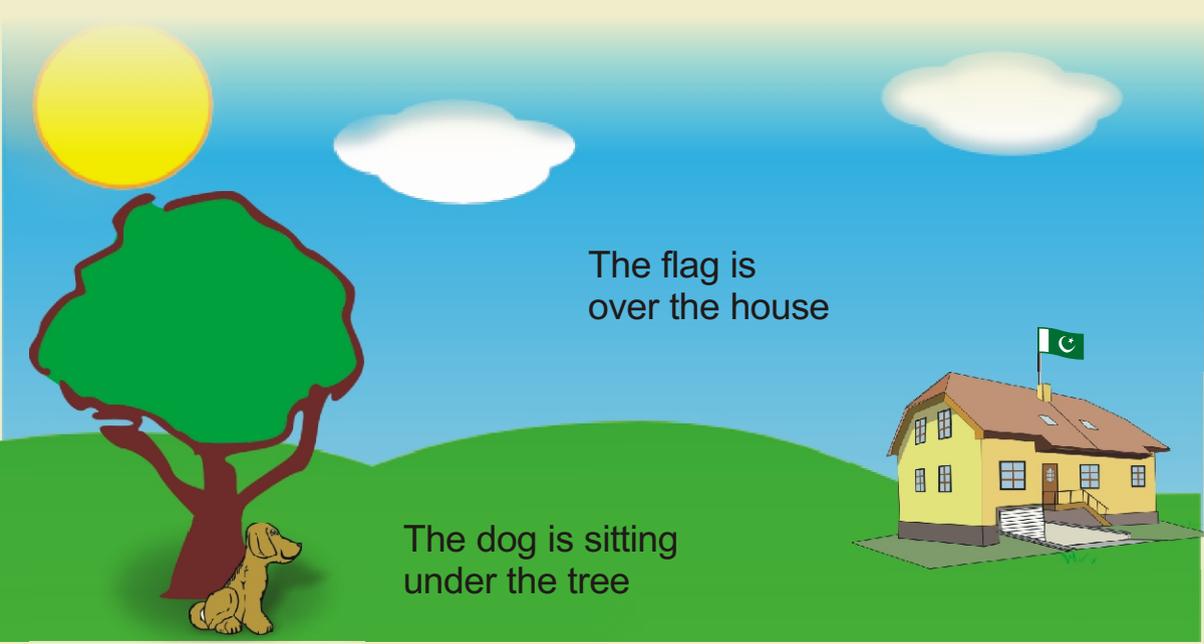
Colour the stars inside the circle.

Colour the balls outside the triangle.

Teacher's Note Teacher will help the students to identify whether an object is placed inside or outside.

Above or below

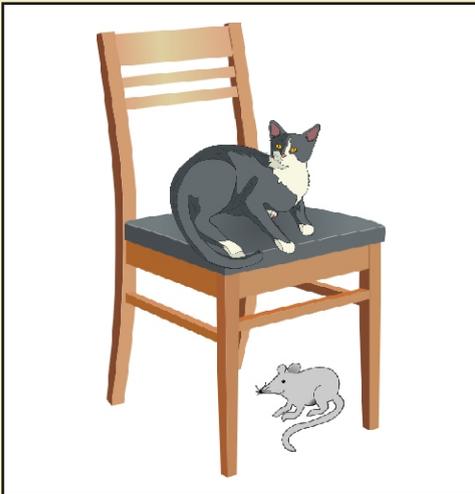
The green balloon is above the yellow balloon.

The yellow balloon is below the green balloon.

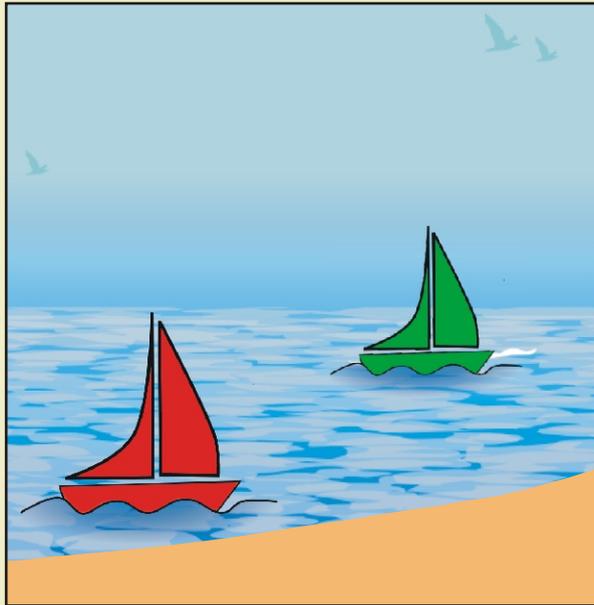
Tick (✓) the object that is above and cross (✗) the object that is below:

Teacher's Note Teacher will help the students to identify whether an object is placed above or below.

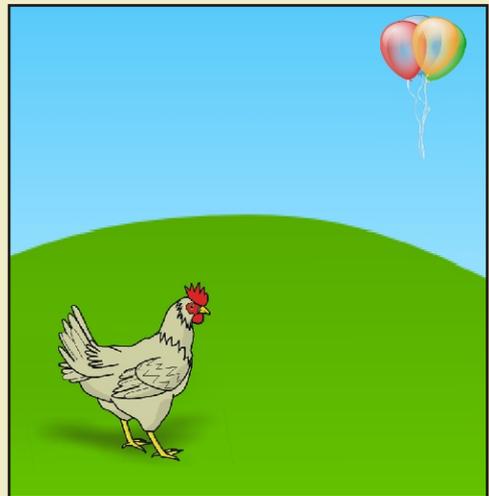
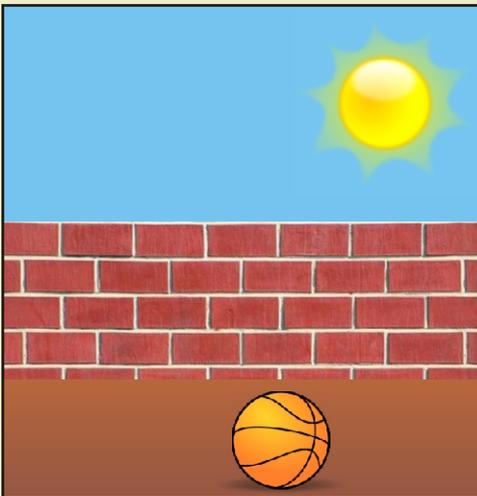
Over or under

The flag is
over the house

The dog is sitting
under the tree

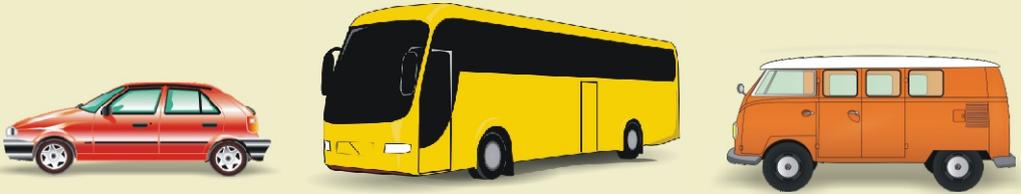
Tick (✓) the object that is over and cross (✗) the object that is under:

Teacher's Note Teacher will help the students to identify whether an object is placed over or under.

Far or near

The green boat is far

The red boat is near

Tick (✓) the object that is near and cross (✗) the object that is far.

Teacher's Note Teacher will help the students to identify whether an object is placed far or near.

Before or after

The car is before the bus.

The van is after the bus.

Tick (✓) the child before Danish and cross (✗) the child after Danish.

Danish

Circle (◯) the one that comes before the cat and cross (✗) the one that comes after the cat.

Teacher's Note

Teacher will help the students to identify whether an object is placed before or after.

Right or left

The Window is on the left side of the chair.

The vase is on the right side of the chair.

Tick (✓) the object on the left and cross (✗) the object on the right in each block.

Teacher's Note

Teacher will help the students to identify whether an object is placed right or left.